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ABSTRACT

This teacher's guide accompanies a 26-minute video by the same name. Intended for grades 3-8, the teacher's guide provides activities to support further exploration of cultural diversity, offers cooperative learning projects, and supplies reproducible masters to use with the interactive segment of the video program. Suggestions are made for five pre-viewing topics for discussion, 10 post-viewing topics for discussion, 13 cooperative learning projects and activities, and further reading. Definitions related to the topic are included. (EH)

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Teacher's Guide

VS 301

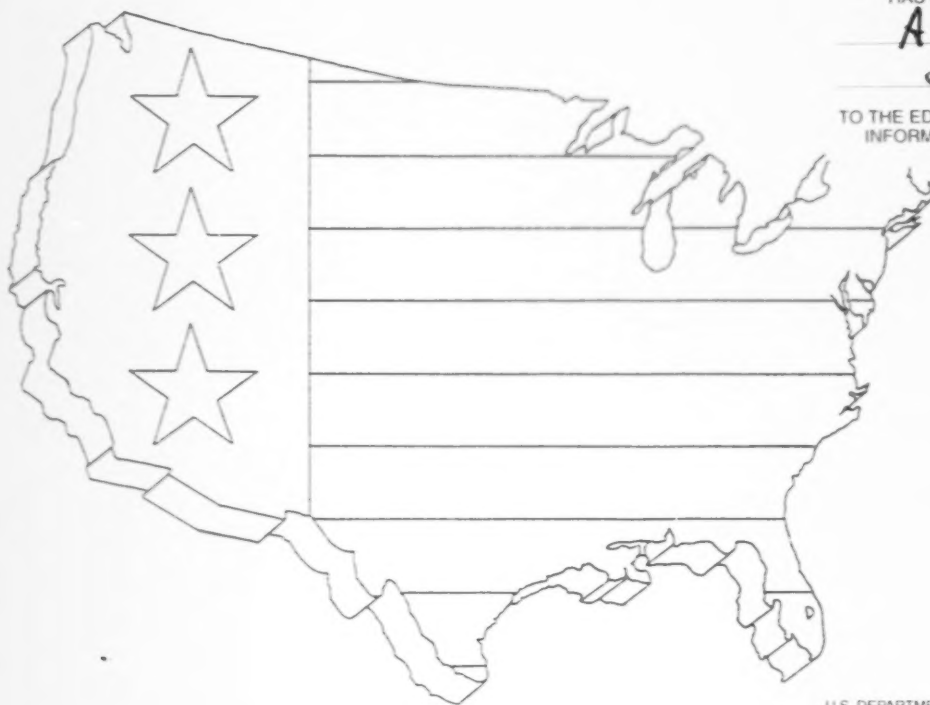
Who Is An AMERICAN?

By: Norma Harris and Rosalie Dow
Consultants: May Lee and Horace Smith

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Running Time: 26 minutes.



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Freeport, New York 11520

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WHO IS AN AMERICAN?

Rationale

The inspiration for *Who Is An American?* came from a conversation between Horace R. Smith, Program Advisor to the Arkansas Department of Education, and Al Harris, President of Educational Activities. Mr. Smith expressed concern that middle school children often failed to understand that people of racial or ethnic backgrounds different from their own could be American, especially if those people spoke with a foreign accent or had different cultural customs. Mr. Smith and Mr. Harris agreed that a video presentation would be an effective way to show children that no matter what our racial, religious, or ethnic backgrounds, *we are all Americans!*

Credits

Producer	Denise Welborn
Video Editor	Renee Green
Camera Work	Renee Green, Paul Samuels
Original Music	Dennis N. Kleinman
Graphics	Kati Sontag
Narration	Rick Adamson, Joyce Audley
Production Assistant	Paul Samuels
Graphic Design (Guide)	Rachel Janner



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About the Authors

Norma Harris is Director of Audiovisual Production for Activity Records, the production company for Educational Activities. She has designed, written, produced, and edited a wide variety of educational materials. Some of the projects she has been responsible for include *Careers*, *Learning the Library*, and *Women in American History*. Ms. Harris is a graduate of Queens College and received an M.A. in Communications from New York University.

Rosalie Dow has designed, produced, and/or written numerous educational videos, filmstrips, books, and software for Educational Activities. Among these are *Ragamuffins and Redcoats*, *Citizenship*, *Our Multi-Ethnic Heritage*, *Families*, *Crack*, *The Immune System*, *Readings In American History*, and the software programs, *Regions of the United States*, and *Africa*. Ms. Dow received a B.A. in History from Queens College in New York.

About the Consultants

Horace R. Smith earned a B.A. in Political Science at Georgetown University and an M.A. in Speech from Western Washington University, with teaching certification from the University of Kentucky. He is Program Advisor to the Arkansas Department of Education, providing technical assistance to school districts related to compliance with federal and state civil rights statutes. In this role he serves as a state consultant for multicultural education. Mr. Smith is also engaged by the Little Rock Federal District Court as Associate Monitor to the Office of Desegregation Monitoring where he oversees desegregation plans for urban schools with emphasis on multicultural infusion and secondary education. He has developed numerous programs in instructional strategies and self-esteem. As an intercultural specialist, Mr. Smith has provided student workshops (K-12), staff training in multiethnic education, and community liaison activities.

May Lee currently teaches at Baldwin Senior High School, New York. She has been teaching English, developing multi-cultural curriculum, and training teachers for more than 25 years. A fellowship recipient from Columbia University, she earned an M.A. in English in Secondary Education from that institution and an M.A. in Asian Studies from St. John's University, New York. She has organized and produced English language workshops, future teacher forums, and other cultural and social events on local, county, state and national levels. Ms. Lee has written articles for English publications, teachers' publications and Chinese-American journals and has presented at numerous national conferences. Her honors include being named a finalist in 1986 for the New York State Teacher of the Year Award and being listed in 1989 and 1990 in *Who's Who In American Education*. In 1991 Ms. Lee was chosen a Teacher of Excellence by the New York State Council. She has served as a New York State Delegate at the National Teachers' Forum and represented her state at the Teacher Renaissance Initiative.

WHO IS AN AMERICAN?

Program Philosophy

Americans are a new people. The American nation is a combination of contributions from many different ethnic groups. Students should understand how unique our country is compared to other countries; that we are a people of many races, many religions, and many different national origins living under a common governmental system. Over the years, immigrants have come from virtually every continent on the globe. It is important to recognize and appreciate the diverse cultures that have made significant contributions to the economic, political, and cultural development of the nation, including its music, art, literature, science, and scholarship.

The video *Who Is An American?* is designed to help young people cultivate positive attitudes about America's multi-ethnic heritage.

The program's objectives are:

1. To foster an appreciation of the contributions of various cultures introduced to America by immigrants.
2. To make viewers aware that, while being Americans with equal rights and responsibilities, we may look different from one another, we may dress differently, and we may choose to observe some cultural customs that originated somewhere else.
3. To acquaint viewers with some important features of the process of becoming an American citizen.

It would be impossible to accurately represent all the ethnic groups that make up our country. Explain to your class that the people pictured in the video are offered only as a sampling and should not be considered as a complete representation of all contributing cultural groups. Students will be given the opportunity to research ethnic Americans in the suggested post-viewing activities. Encourage students to include mention of those groups who may not have been specifically focused upon.

Pre-Viewing

Suggested Topics of Discussion

1. The title song, *Who Is An American?*, questions characteristics that may identify a person as an American citizen. Have students read the lyrics on Master 1 and discuss their theories of what an American may look like.

The song is presented without interruption following the final credits at the end of the video to provide the opportunity for students to learn and sing along.

WHO IS AN AMERICAN?

2. To prepare students for the video program, introduce these vocabulary words and discuss their meanings. Students' knowledge can be tested with the use of **Master 2**, which asks students to match these words with their appropriate definitions.

immigrant – a person who has moved to a foreign land

inalienable – cannot be taken away by a government

petition – formal, written request to authorities for changes

amendment – change of a law or statement

naturalized citizen – someone of foreign birth who has been granted citizenship

patriotism – feeling of loyalty to a nation

majority – more than half of a group

prejudice – a strong dislike of others that is not based on facts; prejudging

persecution – harassment or oppression of people

commonwealth – a nation or state governed by the people

"melting pot" – an expression describing a situation where many unique ingredients (or peoples) are blended together into a homogeneous mixture, therefore losing their individuality; an expression describing a situation where immigrants of different cultures or races form an integrated society.

3. **Master 3** asks students to design a crossword puzzle of key words from the video program or new ones from their own ethnic backgrounds. Divide your class into cooperative study groups. Supply two copies of **Master 3** for each group. Suggest pencils be used for easy corrections. Have them use one copy as a worksheet to plan the puzzle. This copy will be later be used as an answer key. Instruct them to plan the placement of at least 15 words divided between **Across** and **Down**, with clues listed in the spaces provided. When puzzle design is completed, have members of each group prepare the second grid by assigning these tasks: shade in all the spaces that go unused, number the spaces where their puzzle words will go, and write the word clues below the grid. Have groups exchange puzzles (without answers) and check answers against the answer keys. If study groups need help thinking of more related vocabulary, consider suggesting and discussing these terms: allegiance, community, Constitution, democracy, ethnic, folktale, liberty, multicultural, republic.

4. Ask students to list as many nationalities as they can that may be found in the United States. Initiate a discussion resulting in a list of the things they may have in common.

WHO IS AN AMERICAN?

5. Students should attempt to complete, or become familiar with, **Master 4** prior to viewing the video: during viewing students are asked to match listed items with their land of origin. An opportunity is provided to turn off the player if more time is needed for students to consider these questions. Immediately after, the video gives the correct (and often surprising) answers.

The objective of this master is not so much correct answers, but to help students become more aware of the influence of other heritages in our everyday life.

Post-Viewing

Suggested Topics for Discussion Across the Curriculum

1. Cultural differences between the United States and the country of origin of American children born to recent immigrants may strain family relationships. Children may adopt mainstream ideas and behavior fostered by school and media, while parents are still trying to integrate the new. **Master 5** features art that students will recognize from the video and asks them to supply definitions for the expressions "melting pot" and "salad bowl" as discussed in the program. Use this opportunity to examine students' feelings and any personal experiences involving their own families' integration into the American mainstream.

2. Ask your class to imagine how explorers and their crews might have felt when they left charted seas to explore the unknown. Guide students through role playing of this situation to investigate the possible motives and concerns of these adventurers. Encourage creative role playing to gain insight into various situations involving the peopling of America: Native Americans' reactions to the arrival of foreign powers, pioneers' concerns as they headed West across the wilderness, immigrants arriving from foreign lands attempting to contact family members already settled here, etc.

3. Before the eighteenth century, some Africans were indentured, some were enslaved, and some were set free. Changing economic conditions caused tobacco planters to turn to slavery as a major source of labor. Map study will clarify how the Atlantic trade of the eighteenth century linked Africa, the West Indies, the British Colonies, and Europe. Students should use their growing sense of historical empathy to imagine how these young men and women felt, having been stolen from their families, carried across the ocean in a brutal voyage to a strange land, and then sold into bondage. This is an appropriate time to reflect on the meaning of slavery both as a legal institution and as an extreme violation of human rights. If possible, explore original documents such as brief excerpts from slave narratives, southern statutes and laws concerning the treatment of slaves.

WHO IS AN AMERICAN?

4. From the mid 19th century to the early 1900s many Asian Americans were enslaved and imported to work on the railroads in the West or in the pineapple fields of Hawaii. Initiate a class investigation into this period of American history.
5. As the Revolutionary War began, the Declaration of Independence was drafted, with its idealistic statements that "all men are created equal" and that "governments derive their power from the consent of the governed." Have students consider and discuss the courage required of those who signed this document and risked their lives and property.
6. Discuss the term *stereotype*. What is the meaning of ethnic stereotype? How are various ethnic groups represented in films and on TV? Compare these with reality.
7. Ask students if they know of any ethnic neighborhoods in their community. Have them guess why ethnic neighborhoods develop and why people stay there. Visit a local ethnic neighborhood: include any museums, libraries, places of worship, historical societies, settlement houses, or day care centers. Prepare a photo exhibit of your visit.
8. American English must attribute its variety and color to the great number of nationalities that have settled in America. Many words we may consider English come from other languages. Discuss these words and their origins. Have students think of other words that have been contributed to English by other cultures.

alligator (Spanish)
babushka (Russian)
banjo (Portuguese/African American)
bonanza (Mexican Spanish)
boss (Dutch)
buckaroo (Spanish)
bum (German)
bungalow (India)
caboose (Dutch)
cafeteria (Spanish)
cockroach (Mexican Spanish)
delicatessen (French/German)
fresh (German)
hunky-dory (Dutch)
hurricane (*Taino/Spanish)
jazz (African)
juke box (African)
kayak (*Inuit)
yen (Chinese)

ketchup (China/Malaysia)
klutz (Yiddish/German)
macho (Mexican Spanish)
moccasin (*Powhatan)
pajamas (India)
phooey (German)
poker (German/French)
pumpkin (French)
raccoon (*Powhatan)
rapids (French)
rodeo (Mexican Spanish)
schmaltz (Yiddish/German)
sleigh (Dutch)
stampede (Mexican Spanish)
tepee (*Sioux)
tycoon (Japanese/Chinese)
ukulele (Hawaiian)
Yankee (Dutch)

* Indicates a Native American language

WHO IS AN AMERICAN?

9. Invite students, teachers, and other school staff members of varied ethnic backgrounds to tell what they know about the immigration of their families to America. It is both entertaining and educational to have them share a favorite folk tale, tradition, or myth from their culture.

10. Journal writing helps develop an appreciation for individual uniqueness. Encourage students to incorporate their feelings in relation to inherited traits, qualities, physical attributes, and customs. Distinctions should be made between characteristics acquired through family influences and those which make an individual unique. Discuss influences of environment, culture, and family structure.

Cooperative Learning Projects and Activities

Researchers maintain that collaboration helps students increase self-confidence and interest in their work. Divide the class into ethnically mixed study groups to research the following projects:

1. Examine the Declaration of Independence and the Constitution (particularly the Bill of Rights). Discuss the following:

- a. For whom were these documents intended?
- b. Who is mentioned in them?
- c. Who is excluded from mention?
- d. Does "All men are created equal" include women?
- e. What is the meaning of the phrase, "All men are created equal"?

2. Have students research the history of an Indian tribe who had originally settled in your area and report on their customs, foods, laws, influence on democracy, etc.

3. Pioneer women played various roles on the frontier. Journals, biographies, and diaries of their daily life tell of the strength and resourcefulness of the women who helped to farm the land, served as missionaries, and worked as teachers. Have students investigate these sources and compare the roles of these pioneer women to those of today.

4. Have students list the different ethnic groups found in their neighborhoods. Guide the group in researching the historical roles, traditions and contributions of these different peoples. Have them list the needs that all these people have in common with other Americans. What rights do these people have?

WHO IS AN AMERICAN?

5. Have students interview various people from their community about their ethnic heritage, preparing questions beforehand. Report to the class (use tape recorder if possible).
6. Have students ask at home for a recipe from their own ethnic backgrounds to share with the class. These can be combined in a class cookbook reflecting the students' ethnic heritage. Organize groups to be responsible for layout, illustration, editing, and photocopying the cookbook for home distribution.
7. Direct students to make a simple chart of their family ethnic heritage. Investigating the nationalities of their paternal and maternal grandparents and their parents will help them form a clear picture of all the nationalities that have contributed to make them unique. Have students exchange backgrounds to research. In this way an appreciation of each other's ethnic contributions is developed. Each group reports on their findings.
8. Have students map out the ethnic makeup of their class (or school) and exchange this map with the same project from a school in another part of our country. (The map in Madison, Wisconsin, is bound to be quite different from a map originated in Los Angeles.)
9. Instruct groups to study ethnic holidays, festivals and traditions, then report and compare their findings.
10. Help your class "walk through time" by using a time line tracing America's development up to the present. Have study groups include the dates of major cultural developments, growth of civilizations, and noteworthy events on the portion of the line that has been assigned to them. The time line drawn on a roll of sturdy paper and displayed on a corridor wall allows students to walk along and discuss features along the way. Art work can be added to illustrate details.
11. While students are investigating their own ethnic backgrounds, they might do a chronology of migration for their class by creating a time chart of first ancestors who came to this country. This activity could be expanded to have students research the events that propelled some of these migrations. An exercise in writing biographies can be incorporated here as well when students organize notes from family interviews and write stories of their ancestors.

WHO IS AN AMERICAN?

12. Have students investigate the land of origin of the following items and activities now integrated into American culture. Library sources such as the World Book Encyclopedia allow for easy access to this information. (The answers are listed here for your reference. Various texts may differ in their qualifications of what is considered "land of origin"; some cite the land where an item *first originated in some form*, some where the item was first recognized *as it is today*, and some will name the place where the item was *immediately before it came here*.)

cherry blossoms (China)
pretzels (Southern Europe)
tattooing (Egypt)
saunas (Finland)
skiing (Northern Europe and Asia)

smorgasbord (Sweden)
shish kebab (Middle East)
hamburgers (Germany)
croissant (France)
rice (Southeast Asia)

13. Have students research and report on prominent Americans: their accomplishments, their ethnic heritage, and the how they became American citizens. Consider adding the names of local heroes and famous relatives of students. The reports can be combined and "published" as a Who's Who In America.

Suggested Reading

Teaching Tolerance is a free magazine distributed twice a year by The Southern Poverty Law Center, a nonprofit legal and education foundation. The first issue was mailed in early 1992. In it teachers share ideas for fostering acceptance of people of all backgrounds, starting by promoting harmony in the classroom. If you have not received your copy, write to:

Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104.

Conclusion

The works of writers and artists are often sensitive to concerns and aspirations of their society. By introducing your class to the poems, plays, and other works that express the spirit of different peoples, you will be helping them develop a multicultural perspective that represents the dignity and worth of all people. Students should not be under the illusion that they truly understand another culture after a few weeks of study. They should be encouraged to recognize education as a lifelong process.

America's strength lies in its diversity. Respect for the many people who make up America must be encouraged and nurtured at a very early age. By helping to foster an appreciation of our multi-ethnic heritage in America's youth, we help guide them toward developing a sense of national and personal ethnic pride.

WHO IS AN AMERICAN?

Master 1

Who Is An American?

Lyrics by Dennis N. Kleinman

Verse 1:

Who is an American?
Is it anyone who lives in this great land?
Or just a special few?
I need to understand;
Tell me who is an American?

Verse 2:

Who is an American?
What does it take? On what does it depend?
Must you think a certain way
Before you're counted in?
Tell me who is an American?

Bridge:

Must people change the way
That they think and talk
That they've brought from their native lands?
No, America is like a wondrous cloth
Made of many wondrous strands

Verse 3:

Who is an American?
It can be anyone who lives in this great land.
Different in many ways
Yet side by side we stand
Knowing we all are Americans!

Name _____ Class _____ Date _____



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WHO IS AN AMERICAN?

Master 2

Vocabulary Matching

Match the vocabulary terms with their definitions.
Write the term's letter in the space beside the definition.

- | | |
|------------------------|--|
| a) immigrant | _____ formal, written request to authorities for changes |
| b) inalienable | _____ more than half of a group |
| c) petition | _____ harrassment or oppression of people; to ill-treat |
| d) amended | _____ a person who have moved to a foreign land |
| e) naturalized citizen | _____ an expression describing a situation where immigrants of different cultures or races form an integrated, or mixed society. |
| f) patriotism | _____ a nation or state governed by the people |
| g) majority | _____ someone of foreign birth who has been granted citizenship |
| h) prejudice | _____ cannot be taken away by a government |
| i) persecution | _____ feeling of loyalty to a nation |
| j) commonwealth | _____ change of a law or statement |
| k) "melting pot" | _____ a strong dislike of others that is not based on facts |

Name _____ Class _____ Date _____



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Master 3

Crossword Puzzle

Design a crossword puzzle of key words from the video program or introduce new ones from the ethnic backgrounds of members in your study group. Plan the placement of words horizontally (Across) and vertically (Down). Number the words. List word clues in the spaces provided below. Number 1 Across and Down are provided as examples.

A	M	E	R	I	C	A	N												
M																			
E																			
N																			
D																			
M																			
E																			
N																			
T																			

Clues

Across

1. A citizen of the United States of America; someone born in U.S. or a naturalized citizen.

Down

1. A change or addition to a law.

Name _____ Class _____ Date _____



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WHO IS AN AMERICAN?

Master 4

Check Your Knowledge

Match the listed items with their land of origin. A number following the name of a land indicates that more than one item came from that place. For example: "Africa (2)" means that Africa is the land of origin for two of the listed items.

Turkey
South America (2)
Belgium
Middle East
Caribbean Islands

India
Africa (2)
Mexico (2)
Southern Europe/Asia
Japan

England (2)
China (3)
Italy
Germany

LAND OF ORIGIN

1. PIZZA
2. FIREWORKS
3. CHESS
4. HOT DOGS
5. ROLLER SKATES
6. JAZZ
7. MARTIAL ARTS
8. CORN
9. CALLIGRAPHY
10. POTATOES
11. PIÑATAS
12. COFFEE
13. TULIPS
14. PING-PONG
15. TACOS
16. CANOES
17. SOCCER
18. PITA BREAD
19. FOOTBALL & BASEBALL
20. THE LEGEND OF SANTA CLAUS

Name _____ Class _____ Date _____



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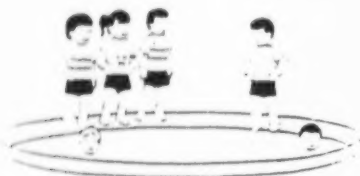
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WHO IS AN AMERICAN?

Master 5

America: Melting Pot or Salad Bowl?



Write an explanation of the expression "melting pot".



Write an explanation of the expression "salad bowl".

Name _____ Class _____ Date _____



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WHO IS AN AMERICAN?

Celebrates MULTICULTURAL America

VIDEO

Grades 3-8

By Rosalie Dow and Norma Harris
Consultant: Morace R. Smith, AR Dept. of Education

WHO IS AN AMERICAN? celebrates multi-ethnic America with exciting live action video footage and delightful animation. This lively program shows the positive contributions of our diverse population in a dramatic and highly entertaining way. The video illustrates migrations to the North American continent, explains why various groups came, and challenges students to identify the true origin of some "American" things.

NY Festivals Silver Medal WINNER!

"...Develops understanding of cultural diversity and our minority and immigrant population."

Awards Portfolio WINNER!

Media & Methods

"★★★★ A solid introduction for intermediate students."

— ABC-CLIO Video Rating Guide for Libraries

"EXCELLENT... A must buy!"

— Sandy Krens, Media Specialist, Indianapolis, IN

TELLY Award FINALIST!



Students see that people become Americans by birth or naturalization and the guarantees of the Bill of Rights apply to all citizens. The inspiring music and the stirring title song leave all students feeling good about themselves and more understanding of our multi-ethnic culture.

The Teacher's Guide provides activities to support further exploration of cultural diversity, offers cooperative learning projects, and supplies Reproducible Masters to use with the interactive segment of the video program.

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